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## Military-industrial, meet college

# College, meet military - industrial

While we do not subscribe to the simplistic theory that all of society's will stem from the military-industrial complex, we do believe that the defense establishment is exerting a tremendous influence on all institutions in our society.

The university is not immune to this influence and students, feeling their life style altered considerably by its existence, have emerged as the chief critics of the growing military-industrial

The concept of militarism is incompatible with the concept of the university and the year 1968-69 has been marked by intense confrontations by the two.

It is the most relevant issue of our time and it is for this reason that we are discussing the situation in this issue of the BULLET.

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# THE bullet

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## Senate passes repeal rights for students

An amendment concerning repeal of legislation by the student body was passed last night by the Senate.

The amendment states, "The student body has the right to repeal any piece of legislation which has been passed by the Senate. A petition of ten percent of the Student Government Association will call for the question."

There was also discussion on the STUDENT GENERAL ADVISORY COMMITTEE, a new committee to be formed next year. This committee will have an investigatory function and will only be able to report and recommend action to the Student Government President. They will investigate complaints of students who may be annoyed by actions of other students. The idea was initiated chiefly to insure that the new policy being considered for drinking on campus will not be abused.

At the May 14th meeting the Senate unanimously passed the Judicial by-laws. The senators also voted to continue affiliation with the National Student Association (NSA) since the dues for next year have already been paid. Kathi O'Neill and Mimi Hearne will represent MWC at the annual NSA convention to be held this summer in El Paso, Texas.

Kathi O'Neill's appointments to the Joint Committee on College Affairs were approved. Lucia Smythe and Marilyn Morgan will continue as representatives on the Committee; Pam Dunn has been appointed to represent the rising sophomore class.

### Greever named Bullet editor for 1969-1970

Anne Gordon Greever has been elected to succeed Susan Wagner as editor of the BULLET for the coming semester.

She will be assisted by Mary Anne Burns, re-elected managing editor.

Anne Gordon has previously served as BULLET photography editor and managing editor.

## New Campus Review Court puts emphasis on fairness

By ANN MORAN

Elected in last week's contest for Campus Review Court representatives were Sandi Mason and Liz Vantrease, representing the rising Senior Class; Kathy Bradshaw and Sue Cottingham, as representatives of the rising Junior Class; and Michelle Galea, representing the rising Sophomore Class.

In response to their victories, each candidate acknowledges her new responsibilities. Sandi Mason declares, "I am happy to have been elected. I will work as hard as I can to insure that each person brought to trial will get a fair trial."

Liz Vantrease acknowledges, "I am happy to be part of the highest judicial body. I was interested in seeking office to insure that no one else would receive unfair and unjust punishment. Now, in



The Executive Cabinet of the Student Government Association in connection with the Administration of Mary Washington College has agreed on a re-vamping of the college rules with regard to alcoholic beverages. This proposal will be presented to the Mary Washington College Committee of the Board of Visitors in the early part of June. The exact stipulations of this proposed change will be presented to the entire student body, including the incoming Freshman Class, during the summer, at which time all students will be able to voice their opinion through a direct referendum vote. All are strongly encouraged to vote in this referendum so that the vote of the student body will be truly representative.

## Twenty submit their resignations

by VICKI LILLICRAPP

Twenty faculty members, among them three departmental chairmen, have submitted their resignations from the MWC teaching staff.

Certain of the following professors categorically refused to give any reason for their resignations, saying that they felt such an effort to point up the faults of the College was a waste of time and would make no impression on anyone anyway.

James R. Nazzaro, professor of psychology and head of the department, has resigned to take the position of chairman of the psychology department at Chico State University in California. The school is giving the department a new building and a quarter of a million dollars.

Also leaving the psychology department are Joao C. Todorov

and Cynthia M. Mavrides, both assistant professors with one-year contracts. Mr. Todorov is returning to Brazil. He has a number of plans in mind but wishes to see the facilities before deciding. His prime interest is teaching at a medical school where he could do research at least half of the time. Miss Mavrides is going to teach at Laurentian University in Ontario. It was not dissatisfaction with MWC but immigration regulations which influenced her decision.

E. Boyd Graves is retiring as chairman of the philosophy department. He plans to devote time to his positions as Board member of the local community college and president of the Washington Philosophy Club.

The third chairman leaving is Preston G. Burns of the physics department. He is taking a post at the U.S. Naval Weapons Laboratory in Dahlgren, Va.

The art department is losing three members. Joel H. Bernstein has been given a grant to write a book on the American Indian, one of a series entitled Minorities in American Life. It will be a study of reservation life in the 20th century. Besides traveling and visiting various Indian reservations, Mr. Bernstein will be teaching in either California or New Mexico. Gene Chu, instructor, has accepted a position at Guelph University in Ontario. He will be teaching courses in lithography. Mr. Chu feels this is a real challenge since Guelph plans to institute graduate courses in this area in the near future. Johnny P. Johnson, also an instructor, had a one-year contract and is planning to teach at James Monroe High School for a year. After that he plans to return to school and take some more courses.

Martha S. Burke, assistant instructor of chemistry, is going

to teach chemistry in Fauquier County High School. She taught in high school for a year before coming here and prefers teaching at that level rather than at the college level.

Roger L. Kenvin has resigned from the dramatic arts department of speech and dramatic arts department to accept the chairmanship of the new co-operative department of speech and dramatic arts at St. Mary's College of the University of Notre Dame in Indiana. Among his various reasons for leaving, Mr. Kenvin said that one of the main factors was the chance for a better education for his children.

Patricia Patton, assistant professor of English, is going to the University of Missouri to teach. Although the graduate program there is just beginning, it will not be long before it is flourishing, she said, and she wants to take advantage of the opportunity.

## MWC effects integration in rooming

Eleven Negro students have accepted admission to the freshman class entering MWC next fall.

According to Miss Mildred Droste, Assistant Dean of Students, the girls will be placed indiscriminately in rooms in freshman dorms. Rooms are assigned to incoming freshmen according to the order in which their applications were accepted.

About twenty-five black students applied to MWC for the fall semester. According to Mr. Merchant, Director of Admissions, the ratio of those that will actually enter to those who applied is about the same as it is for the class as a whole.

Mr. Merchant estimates that the incoming freshman class will number about 735 students. Because of this large number, Miss Droste indicates that "quite a few" of these freshmen will have to be placed in upperclass dorms. She will try to avoid as much as possible the placing of three girls in a room.

Renee V. S. Singh, visiting lecturer in geography, has been here on the teacher exchange program with India. She is returning to Isabella Thoburn College in Lucknow.

Richard Turner, assistant professor of mathematics, had a one-year contract also and plans to retire at the end of this year.

Helen Luntz and Solange Chetel, professor and instructor, respectively, of French, are also resigning. Mrs. Luntz found it too hard to teach full-time and run a home, so she is going to devote herself full-time to the latter. Mrs. Chetel has been an exchange teacher and the two-year visa allowed her runs out at the end of this academic year. She is going to return to Europe, but beyond that her plans are indefinite. Clotilde Dagnino, instructor of Italian, is returning to her home in Palermo, Sicily, where she will teach English at a government school. Hers

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## College Bowl final tonight Trench Hill undefeated

By TINA CONVERY

Mind-matching is the name of the game tonight as Trench Hill attempts to retain its title as College Bowl champs.

The undefeated foursome from Trench Hill will compete with the winner of a play-off game between Marshall, Russell, and Westmoreland to be played tonight at 6:00 in Monroe 21.

Each member of the winning team will receive a \$10 gift certificate to be used at the book store.

Judi Mansfield headed this year's Mortar Board Col-

lege Bowl Committee and was responsible for compiling the mind-bending questions for each match. The "thought-provokers" were made up last Spring by the members of Mortar Board according to their various majors and special interests.

The purpose of College Bowl, presently in its third year, on campus, is to provide academic stimulation and to create dorm spirit, thereby adding to the service and scholarship goals of Mortar Board. Next year, however, Mortar Board will not be sponsoring the matches but is allowing the Residential Council to determine its fate.

# "Hey, that's no way to say goodbye!"

By GINNY WHEATON

It has come to the attention of the Boggled Mind that we have neglected another fine old tradition in the customary year-end festivities. This is only because we have been misled. We are taught at our first college sing that the beautiful, witty, articulate, moving song "Standing in the doorway" was written by a MWC girl pining over her unfaithful Marine. The true story is even more touching. It was actually written in 1938 by Sophie Slucker, not to express trifling love for a mere man, but to express the abiding, eternal love a girl feels for her Alma Mater. Perhaps a brief explication of the song is in order.

The first line, "Standing in the doorway," evokes a fine old American custom, very appropriate to a college song. Many have stood in doorways, none so

well as George C. Wallace, but others have emulated him. The second line, "Telling me goodbye," explains what the figure standing in the doorway is doing there. The next line "You whispered I adore you, I'll love you till I die," shows signs of having been tampered with. It was supposed to read (according to those who know Miss Slucker well) "I whispered I adore you, I'll love you till I die." This makes more sense; every girl knows that each time she sings the Alma Mater, buys a blazer, ring, tee-shirt or other object of lasting value with the MWC seal on it, she is affirming this everlasting love. The last two lines involve a metaphor; "Then you turned away and walked right out of my life that day" pictures the college as turning its back on the student when it has taught her all

she needs to know in order to enter the outside world. The college, knowing what is best at all times for the student, makes this final gesture that we ourselves cannot bear to make—the pushing away, the severing of the umbilical cord, if I may be so gross as to use that unladylike metaphor. The bridge to the verse is "oo-oo-oo-oo." (cf. aa-aa-aa-aa, "The Echo of the Chimes.") Here our emotions transcend words, and we must find a more advanced language to tell what we feel.

As you can see, this song gets to the core of our feelings for our college years. So as we march down the aisle to graduation, this Spring or in the future, let us remember that other great college hymn which sums up our existence here which is (dare we even say it) soon to be over.

## feedback letters from our readers

Dear Editor,

I was sincerely shocked and disappointed last week after reading the letters to the editor in the BULLET concerning the meetings held in Virginia and Willard to discuss the resolution about freshman dorms. I'm afraid the letters clearly showed the attitude evident when the senators came to discuss the resolution with us. According to the letter submitted by Betsy Pfomm, these girls were to "present the affirmative side concerning the abolition of freshman dorms; that their intention was not to coerce, but rather to inform their constituents so that a perceived one-sided issue might merit further investigation; that this issue might be viewed in perspective and acted upon by informed, aware students. Both sides being thus presented, the student body could then express an intelligent position—either affirmative or negative."

I'm afraid however, that if this had been done, none of the rudeness or intolerance that followed would have happened at all. If they had presented it to us in the rational, objective way intended, they would have found that the freshmen would have reacted in a much more rational, objective, and mature manner. As it was, however, immediately after they read us the resolution, they hit us with their own opinion that support of the resolution was, of course, the right decision. Then they asked us if anyone wanted to discuss it. Actually, however, this appeared to us to be more of an invitation to

contest their viewpoint. This immediately put the freshmen on the defensive, and of course the freshmen came up with very subjective, personal opinions. These opinions were not meant to "convince" anyone, but were merely an emotional reaction to the feeling that the senators were trying to cram the resolution down our throats.

As for the question of rudeness and intolerance discussed in the letter from Anne Mize, they were unfortunately evident on both sides. The major problem in the meeting was that the students "refused to listen to each other's ideas." The senators found no respect for their opinions, because they held no respect for the freshmen's opinions. As for rudeness, maybe the senators weren't shouting like the freshmen were, but the snide little side comments they made to one another about the freshmen's opinions were just as rude, if not more so. I personally, was ashamed of both sides, and was very upset that we couldn't hold a rational discussion on a controversial issue. I also feel that it could have been kept under control and that it could have been a very interesting and informative discussion if the senators had approached the freshmen with a little more tact and judgement. They should have presented both sides and then have let us make our own decision, instead of making us feel that we were too "immature" and "biased" to make the decision for ourselves. By doing this, they contradicted one of their most important arguments. They stated that freshmen

would be treated as equals if they spent their first year in a mixed dorm. Why then, if they feel this way, did they treat us as if we were incapable of deciding for ourselves which we feel is best, and that only the upperclassmen had the correct answer?

As to whether I am in favor of or against the resolution is a totally irrelevant question. As a matter of fact, at the present moment, I am still undecided; I can see good points and bad points on both sides. Also, I've only experienced life in a freshmen dorm as yet, and so I feel that I have no basis for making such a value judgement, if indeed such a judgement can be made at all. How can one person make a decision such as this that will apply to everyone? It's a decision based on individual needs and opinions and could never rationally be applied to everyone. Freshmen dorms would be better for some people while mixed dorms would be better for others. And I feel, in general, that for most people it really wouldn't make much of a difference whether they spent their freshman year in a freshmen dorm or a mixed dorm. They would usually be able to adjust to life in either one just as easily, and they would never even miss living in the other type of dorm, since they would have no knowledge of what it was like.

In conclusion, I feel that it was a shame that our discussion couldn't have been a more constructive one, when it might have been quite easily. As a matter of fact, some of the freshmen did have some very rational and mature discussions following the meeting, where both sides were presented very objectively.

However, I am most afraid that unfortunately these incidences cast doubt for the first time on the effectiveness of our Senate. This is truly sad, for the Senate is the most important and powerful body that we have on campus where students can express their opinions and indicate changes and improvements for Mary Washington College.

LYNN HOFFMAN  
VIRGINIA DORM

In my first editorial as BULLET editor, I expressed the hope that under my editorship the BULLET would be able to bridge the "dichotomy gap" at Mary Washington. At the same time, in establishing our role as an "active voice in an environment of general silence," I stated that our goal was not to alienate people, but to make them think.

Unfortunately, we have failed to realize either of these goals. Furthermore, in alienating large numbers of the student body, we have failed in our chief objective: to be an effective newspaper.

Since there has been so much criticism aimed at the BULLET this year, in this last editorial, I would like to explain why I felt it necessary to assume the role of "critic-in-chief" of the establishment, why we felt it necessary to be the kind of newspaper we were.

The BULLET has often been accused of being a troublemaking organ. From our view, this is far from the truth. We have only tried to communicate something to the student body and felt that communication in a creative society must be more than a flow of messages; it must be a means of conflict resolution, a means of cutting through the rigidities dividing and paralyzing a community.

At present, MWC has the potential to become an institution of the highest calibre. And yet, it is now at a stage in its existence where it must choose between superiority or mediocrity; it must change or it will fail.

There are many factors weighing against us. First of all, we are a women's college and women's colleges are no longer the vanguard. Secondly, a coeducational University of Virginia will mean losing many potential students—in the past, we have attracted high quality students because Mary Washington was the best state college for which women were eligible. This is no longer the case. Thirdly, conservatism completely stifles the atmosphere and academic innovation is a foreign phrase.

A new type of student is emerging and entering the realm of higher education. She wants to be treated as an adult; she wants challenge, relevance and excitement; she wants to feel that she is a woman living in the twentieth century. Let's face it: she won't come here.

What can we do to keep Mary Washington from falling by the wayside? First of all, we have to offer something to students that counterbalances all the factors against us: an atmosphere of academic experimentalism and a guarantee that the college will be capable of continuous change, continuous renewal and continuous responsiveness to human need. If these become an integral part of our academic and social experience here, students can move in successive approximations toward the institution they envision.

To effect this design, the College must possess eight characteristics:

1. Pluralism, to provide variety, alternatives and choices
2. The release of individual potential to develop human resources to the fullest.
3. Internal communication to bridge the gap between conflicting factions
4. Dissent as a healthy condition not met with disapproval
5. Participation from all levels
6. Relevant leadership — both student and administrative
7. Values and commitments by which the College will stand and which will shape actions taken here
8. Morale

In short, though often indirectly, this has been, our message throughout the year. This is what we believe and will work for.

It has been my goal as BULLET editor to bring up issues that were never openly discussed before and to encourage thought among all campus factions. If we sometimes failed to present the other side, it can be attributed to overenthusiasm and a sincere belief that we were on the right track.

SW

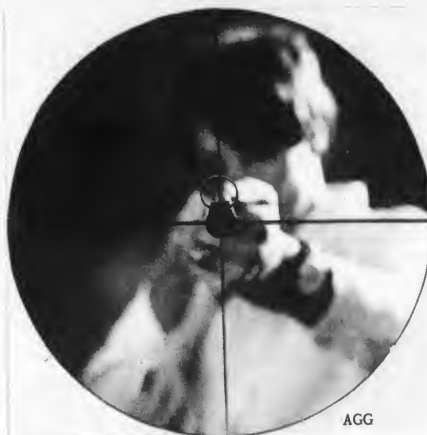
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the bullet







AGG



## Just one of those things . . .

By BARBARA HALLIDAY

To many, the '68-'69 session at MWC seemed like any other; full of tests and term papers and all night cramming. A few people even went to classes. For social fun there were the same old freshman mixers and Junior ring dance and last minute blind dates with guys from U. Va.

But, upon closer observation, a few people were seen to deviate somewhat from the straight and narrow path. Some banded together to form a new and vital body on our campus; they called themselves the Senate. The Senate held lively debates every other Wednesday night on topics ranging from dogs in the dining hall to the approval of a new academic calendar (4-1-4).

While war raged on in Vietnam, MWC women dealt a blow at violence by shooting down the rifle range proposed for the yet unfinished Goolrick gym.

The nation elected a new President, and MWC MOCKingly elected the same man Supporters for all of the Presidential candidates except the gentleman from Alabama were well represented on campus; campaign buttons of all varieties were definitely IN in October.

For the first time in history slacks were seen in classrooms and in Seacobeck; and no longer was it possible to distinguish by other Wednesday night on topics ranging from dogs in the dining hall to the approval of a new academic calendar (4-1-4).

About 300 students gathered one evening in the C shop to oppose administration censorship of "Mother of the Father" a newly established underground newspaper. The endeavor was successful, but when the publication appeared it proved to be much less sensational than the BULLET's "Wanted Jesus" issue which attracted nation-wide publicity.

And while students on other campuses stormed administration buildings and halted academic life in order to be heard, Mary Washington ladies, in proper ladylike fashion, paid a call on Chancellor Simpson in his office in GW to ask a few small favors. The mood was dominated by congeniality on everyone's part; and the incident ended pleasantly. What the students were asking for seems to have been forgotten; maybe someone will remember next year.

Spring brought the usual dogwood blossoms; and Kathy, and Bev to replace, Tee, Patti, and Amy. Spring also brought the death of Queen May and the birth of Fine Arts Weekend which already shows a promising future as a new Mary Washington tradition.

Yes, it has been an exciting year; and it seems truly sad to see it come to a close. But, happily, '69-'70 shows promise already of being just as exciting. Students may be consuming alcoholic beverages on campus (legally, that is) and a new rapport may be established between students and faculty with students serving on faculty committees. And, most exciting of all, there will be tests, and term papers and last minute blind dates with guys from U. Va.



# Chancellor quizzed on year's issues

By MARY ANNE BURNS and  
TRACY ANTLEY

Monday afternoon an hour-long interview was conducted with Chancellor Simpson. These five questions were presented to the Chancellor:

1. What are the possibilities for drinking in the dorms next semester?
2. How would you respond to a faculty petition asking for a change in the tenure program?
3. Would you clarify your views on coeducation?
4. What do you think of the judicial changes, i.e., the removal of SGA President from Joint Council proceedings, open trials at the request of the accused, and the right to refuse an appeal from a Joint Council decision, (that is, the Chancellor's right.)
5. Were you surprised at the amount of legislation the Senate passed during the first year?

The interview went as follows:

Chancellor Simpson requested that the first question be reworded to "Viewing drinking in the dorm as one aspect of a series of social problems, how do you view the changes in the social environment here?" The Chancellor responded: "I am glad you have worded your question the way you did. Now because I believe that the really basic problem is not whether you have drinking or not, but whether there is in the residential life of the college a freer and more responsible manner of living. I would imagine that among a small group of the more mature students, especially among juniors and seniors, that the full realization of this greater freedom and greater responsibility would be recognized and accepted. However, I'm not as sure that it would be fully understood and appreciated and implemented as successfully among those students less experienced, or younger in terms of college years."

On the question of receiving a faculty petition, the Chancellor responded:

"If I understand your question properly, I would say that if a petition or a resolution from the faculty was passed by a majority of the faculty that some change in the tenure procedures of the college be adopted or approved by the Board, I would without question forward that petition or resolution to the members of the Board for their decision."

The Chancellor continued: "Regarding my personal attitude I feel frankly and honestly that only in the very rarest of situations does a fairly competent teacher have to worry about tenure. But I realize that there are situations — and have been situations, and may be situations, hopefully not here — in which a teacher is denied tenure for reasons not stated. But again, in my judgement, I do not feel, and I have never felt, that tenure was the issue where academics was the chief goal for which the person was striving."

Chancellor Simpson gave his views on coeducation:

"As far as education is concerned, I do not think that it's of any great significance whether the student body be made up of men and women, or men or women. I think the main question is the education of the person. So that, I can, in all honesty, agree that for some people a coeducational institution is exactly right, for some other a college for women is exactly right. And I would like to feel that that diversity can be maintained, and should be maintained."

"If I thought," Chancellor Simpson added, "that I had the answer for all people, that only one kind of college or university was acceptable, then I could be assured, as some of my friends seem to be, that there is only one kind of education — that is, coeducation."

The question was raised that state institutions such as MWC and UVA have a responsibility to education all citizens of the state. Chancellor Simpson responded: "Of course, as far as being a state institution, if there was a legal challenge I think perhaps

you could be forced to become coeducational. But I also think in due course that the same thing can be said for a private institution, and whether or not that will happen in the next ten years I can't say. I think it would be an unfortunate thing if it did, but it may happen."

Chancellor Simpson approved of the removal of SGA President from Joint Council proceedings. "Her role," he said, "is to see that the government functions and that the court is there to try the case, but it is not her prerogative, I feel, to act as the judge."

If a student requests an open trial, Chancellor Simpson stated that "with the permission of the Court, an accused should have the right to an open trial as defined in the new regulations."

On the question of the right to appeal from a Joint Council decision, the Chancellor said "I might have the full authority to refuse an appeal, but I certainly will not exercise that authority." The Chancellor then explained what happens when a student appeals a case. When a case is appealed, he refers the case back to Joint Council for a strict review of the procedures used in arriving at the sentence, and for a reconsideration of the verdict. If the Council finds that the decision was reached according to correct procedure, and that the original verdict was just, Chancellor Simpson accepts their judgement.

Chancellor Simpson then discussed the Senate. "In the first place, I think the idea of a Senate is an excellent one, because I believe in representative democracy, since we've never really had it in America, and probably never will. But I feel that Senators do function as the representatives of their class, and not always do they necessarily reflect the thinking of that class. If all a Senator could do would be to go back to the dormitory and find out what they wanted the Senator to believe, then the Senator is nothing but a vote counter and not a thinker."



"... if there was a legal challenge I think perhaps you could be forced to become coeducational ..."

The Chancellor felt that "the Senate would do well to do what the Faculty has done: to draw up a procedural manual," because with this Senate business, especially in the realm of college-wide concerns, would be more effectively carried out.

Concerning the Senate's achievements, the Chancellor expressed the thought that perhaps the Senate was too quick to vote on some matters, that perhaps it would be "a more deliberative body."

The Chancellor was then asked if he thought the recent referendum on freshman dorms — which went 800-300 for freshman dorms — indicated the students' lack of faith in their senators, for at the time it seemed likely that freshman dorms would be voted down in the Senate. Chancellor Simpson responded that he thought the referendum did not reflect a lack of faith in the decisions of Senators. He added that he supported the principle of referendum as a vital part of a representative democracy.



# Militarism -- A look at a growing threat

## Morals, militarism, and the millennium

By BURTON COOPER

Now is "new-time" for we live under the triple threat of nuclear destruction, over-population and race warfare. Our awareness that we have our life just this side of sheer disaster serves as social dynamite in terms of arousing traditionally apolitical groups from their complacent slumbers. And as we become involved, more and more of us discover some of the intensifying factors in what is beginning to appear as the death drive of Western Civilization. At the very moment when we are knee deep in racial problems and in an empty and brutal war in Asia, economists are warning us that we had better also notice the increasingly militaristic character of our economy. Everybody knows that we are spending now nearly 80 billion dollars yearly on defense and military research. What some economists urge us to realize is that the effect of that

kind of outlay over an extended period of time has spawned an economic and political situation which encourages militaristic spending even where such spending works against the national interest. For example, there was the unsuccessful attempt several years ago to foster upon us the ludicrously expensive and meaningless civil defense shelter program and today the military industrialist and research people seek to saddle us with an antiballistic missile system whose worth is doubtful and whose cost over the years can only run into the billions.

What has happened is the spectacular growth in our economy of huge corporations (with a correspondingly large number of jobs for labor) whose life literally depends on large scale cold war and small scale hot wars. Edward LeFevre, a vice-president of General Dynamics, the na-

tion's largest defense contractor, admits that 90 per cent of his corporation's business is military, and that "we're in that business to stay." Another big military contractor, James Ling, sounds the same note when he says that "one must believe in the long term (military) threat." The point I want to make is that our military industrialists do not merely implement our militaristic foreign and defense policy but more importantly they are the single most powerful and so far increasingly successful lobby for it. Although they are not evil men, they are probably the most dangerous men in this country for they have a vested interest in continually upping the ante of the armaments race. Where the survival of the human species depends on instituting a program of gradual disarmament, the operations, demands and political power of our mili-

tary industrialist can only work against our national security rather than promote it.

There are other negative effects of our militaristically geared economy. There is the draining of federal spending from social programs to military programs; there is the draining of brains and talent out of socially constructive research into military research; there is the subverting of the great goals of a university education, from eliciting a critical intelligence out of students to providing students with a narrow expertise in some field "required" for the nation's security.

Where ever we look the spectre of militarism haunts us, and the horror of that spectre is that it will raise the ghost of nuclear destruction. We cannot go on multiplying our armaments and defense systems without arousing similar activity in Russia and



## ROTC is argued by students, general

By TRACY ANTLEY

Looming large among the reasons for campus dissent lately has been the strenuous objection to ROTC units at colleges and universities throughout the country.

A statement endorsed and signed by the campus newspapers of 29 colleges, among them Berkeley, UCLA, Pennsylvania, Michigan, Duke, U. Va., and Boston University, appeared in their papers April 15. In it they claim ROTC is inherently opposed to the academic tradition of our institutions of higher learning, both pedagogically and philosophically. Harvard, Princeton, Yale, and Dartmouth have revoked academic credit for their ROTC courses, and many other schools

are re-evaluating their programs.

To quote from the statement: "The Stanford decision to abolish ROTC is especially significant because it was premised philosophic rather than pragmatic grounds. As a member of the committee which prepared the report explained, 'We began with a definition of the university and found an essential conflict between this and the concept of ROTC.'

"ROTC is not only antithetical to the ultimate purposes of higher education, but contrary to basic pedagogical principles as well. While the development of critical thinking is an integral part of a liberal education, the teaching methods employed in ROTC programs tend to em-

phasize rote learning and deference to authority. This is far from surprising, as critical thinking has never been a highly prized military virtue. Consequently, the ROTC program is geared to produce intellectually stunted martinetts.

"Equally alien to the ends of a liberal education is the unquestioning submission to the rigidly hierarchical structure of military education. It is hard to develop and spontaneity — much less dialogue — within the classroom when the professor is not just a teacher, but a superior officer as well."

ROTC units are also charged with poor teaching staffs and, as one faculty curriculum committee at the University of Michi-

gan put it, teaching materials that were "conjectural, non-analytical, cheaply moralistic, and often blatantly propagandistic."

"Hans Morganthau wrote recently that one of the key lessons of the Vietnam war was the danger of too intimate a relationship between the campus and the government. Already, the noted, large segments of the academic community have been transformed 'into a mere extension on the government bureaucracy, defending and implementing policies regardless of their objective merits.'

"In order to reassert the sanctity of academia as a morally and educationally autonomous institution, it is necessary to end

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## The Vietnam War nine years later

By TOM MILLER

College Press Service  
WASHINGTON (CPS) — At 1:30 a.m., a group of about ten people could be heard reading, in a monotone voice, "Michael Cane, Claude Caparo, Billy Clark..."

The scene was directly in front of the White House. The group was on page H2118 of the March 25 Congressional Record. The names of all the persons killed in the Vietnam war was being read, from beginning to end, state by state, service by service. The list filled (with small type) 121 pages of the Record. A not-so-bright portable light hung over the group.

Further out on the sidewalk, about 30 others were holding a silent vigil. Each one of them wore a placard. The messages were as toned-down as the demonstration: "Stop the War," "No More Killing," "Bring the Boys Home."

Off to the side, five White House policemen stood around talking and joking among themselves. At that hour, few cars drive by. The ones that did slowed down to see what was happening. One rolled

down his window to take literature from the demonstrators; another tried to pick a fight.

The Quaker-sponsored demonstration lasted about 24 hours. It was, in true Friends style, a silent witness to the group's intense moral beliefs about killing and, now, about prolonging the killing.

Earlier that day (May 6), a group called Business Executives Move for Vietnam Peace (BEM) met in a downtown hotel. The mood was different there. These were top corporate executives who realized that the war, in addition to not being good for mankind, is not good for business either.

Instead of a demonstration ("I just couldn't bring myself to do that, yet") they held speeches, workshops, seminars and meetings all day. The format could have been the same group of businessmen discussing marketing techniques. In the lavish surroundings of the Mayflower Hotel ballroom, they talked about how horrible the war is, and how they were going back to their communities

to organize other businessmen, and to bring pressure on Nixon and Congress.

There were jokes about cutting off political contributions to legislators who continued to support the military effort in Vietnam. To join up and actively support an anti-war group—even of their peers — was clearly a major step for these people. Some had eased into this position by contributing or participating in the McCarthy campaign. Some even wore their \$2.98 Sears peace medallion.

Both groups—the Quakers and the BEM—had requested meetings with the President; neither got an "audience." Instead Nixon—himself nominally a Quaker—sent his Under-Assistant-Secretary for Talking-With-Anti-War-Groups, who patiently listened to representatives of the two groups and assured them the President would be made aware of their feelings on the matter.

While the BEM members enjoyed a luncheon at the Mayflower and heard Tom Smothers introduce the speaker, the Quaker

group continued its fast and silent vigil five blocks away. BEM heard from people urging them to contribute to GI anti-war programs, newspapers, rallies and the like. Many gave. They had the money to do this and more.

Congressmen filtered in and out of the Mayflower all day, some as invited participants, others to show at the "Congressional Reception" held in honor of a Congress which still hadn't moved to shift the national priorities away from defense in a more humane direction.

BEM members heard from Harvard Nobel-winning biologist George Wald, who linked the war with other social ills. A revision in the draft, thwarting of the ABM enterprise, pouring money into the cities and cutting the defense budget by \$30 billion dollars got big cheers. Not as well received was Wald's analysis of business's links in the military-industrial complex.

Even Wald did not speak of the idea that many large corporations are in their own way suppressing workers. While the BEM

"emergency meeting," as it was billed, was hardly the place for Marxist theory, it did seem evident that these businessmen were sincerely convinced they were doing all within their power to end the war and help out this country's poor people. Not one speaker alluded to the fact that of the 275 participants, no more than a half-dozen were black.

The statement handed out at the Quaker vigil read, "An entire nation is being physically, moral-



# growing trend in American life



eventually China. What we gain by this "overkill" is not clear, what we lose is clear enough; we lose domestic peace, what we lose domestic peace, we lose the fight against civil injustice and poverty, we lose with the Russians and Chinese that might eventually lead to nuclear disarmament. In my darkest moments, I think our militarism can only head us towards the millennium; not the pleasant millennium of popular religion, but the millennium the Hebrew prophet Amos pointed to when he said that the day of the Lord will be darkness, not light, God, as Amos saw, does not mean that all will be sweetness and love; our narrow interests, our aggressiveness, our distrust towards our neighbors risk the destruction of what precisely we

are trying to save.

Yet destruction is not my last word to you, no more than the cross is the final Christian symbol. The title of this article includes the word morals and to speak of morals is to reject the theory that historical forces lie outside the control of those who are swept along by them. To say that man is moral is not to say that he is inherently good, it is to say that man, and not historical forces, is responsible for the character of historical events. Our history is the measure of our morality, so that to speak about morals is to ask ourselves what must be done in our history, and when we have answered that question as best we can we must go about doing it. On that score, I have some remarks to make.

The traditional political alignments in this country have broken down on the military issue (and on other issues as well), labor, once a political force for liberalism, benefits too much from large scale military-industrial expenditures to resist our government's defense posture. On the other hand, there is no reason to believe that the business community monolithically smiles upon the development of large corporations maintained and underwritten by one customer, the Pentagon. What this means is that the traditional groups which affected political change in the past are too divided within themselves to prevent our policy makers from drifting with the historical forces already afloat. The times call for a new alignment of forces

in this country with sufficient political power (in terms of numbers, money and organized action) to bring about through democratic processes the kind of national policy changes that will free us from the drift to the millennium of darkness. If you ask what realistic basis there is for a new alignment, my answer is that the new alignment is already taking shape. It consists of the young (750,000 of the nation's 617 million college students now "identify with the New Left": FORTUNE MAGAZINE, Jan. '69), the intellectuals, and the blacks. We live in a great moment of history; Paul Tillich would have called it a time of "kairos." The possibilities for renewal are here, so too the possibilities for disaster; everything depends on our working against the drift.

## Draft changes recently proposed in Congress

WASHINGTON (CPS) — Recognizing just how outdated, inconsistent and unfair the Selective Service is, educators, members of the Nixon Administration, and Congressmen are becoming committed to reforming the draft. There is even talk of substituting an all-volunteer army for it.

Among those who agree is President Nixon. During his campaign he supported the idea of a volunteer army, claiming he believed the additional manpower needed would cost no more than \$7 billion extra a year, and that the men who would take the job at that price would be able to learn the skills.

Nixon also spoke out against critics who have claimed a volunteer army would create a class of "mercenaries" that could lead to the creation of an independent political force which might at some point challenge the principle of civilian control. The President pointed out that that sort of danger has always come from the ranks of officers, not enlisted men, "and we already have a career officers corps. It is hard to see," Nixon said, "how replacing draftees with volunteers would make officers more influential."

Under the present day scale, which gives an enlisted man \$2,900 a year, about two-thirds of the army's ranks are filled by volunteers. The additional manpower added by the draft, which has run to about 300,000 men lately, is expected to decrease by 240,000 this year.

Meanwhile the numbers of men entering the military service age brackets is now just beginning to boom. The numbers of men aged 19 to 25 has jumped from 8 million ten years ago to about 11.5 million now. By 1974 the figure will go over the 13 million mark. These men, born during the post-World War II baby boom, may just provide the surplus manpower that will permit a volunteer army to work successfully.

The President has executive powers that allow him to make certain needed changes. These include drafting the youngest eligible first, ending occupational deferments, modernizing the selective service system, and making standards more uniform.

Sen. Edward M. Kennedy (D-Mass.) has called on Nixon to make these reforms, and has proposed legislation that would further reform the draft. His bill would require drafting of the youngest first, would use a random selection method, eliminate occupational deferments except those ordered by the president, alter student exemptions, and extend conscientious objector status to atheists and agnostics who are genuine pacifists.

Attempting to answer "one of the most difficult public policy questions facing us," Senator Kennedy called for a study of the possibility of granting amnesty to those young men who fled the country rather than face induction.

Kennedy's bill would also: 1) reorganize the selective service system to "increase the likelihood that the draft law will be administered not by a rule of discretion but by a rule of law;" 2) require local boards to represent all elements of the public it serves and prohibit discrimination; 3) substitute civilians (including women) for military personnel in non-combat jobs; 4) set up military youth opportunity schools to train and rehabilitate men who cannot meet induction standards; 5) make studies of the possibility of a volunteer army and of alternative service; 6) revise policy toward aliens; 7) restore or add procedural safeguards including the right to counsel and judicial review; 8) prohibit use of the draft as punishment for anti-war activities; and 9) establish uniform national standards.

Young men entering college could choose to postpone their exposure to the draft, but not beyond age 26. All those who do not voluntarily enlist would at some time be put in the prime selection group. The definition of a student would be broadened, to exempt vocational, business, and junior college students and apprentices. Student deferments would be discontinued if casualties in a shooting war reach a certain percentage of the draft call.

Sen. Richard S. Schweiker (R-Pa.) has also introduced a draft reform bill, with some of Kennedy's proposals. Maine Sen.

Edmund Muskie has endorsed a lottery selective service reorganization, and alternative service until a better-paid volunteer army can replace compulsion.

Sen. Charles E. Goodell (R-N.Y.) who filled the seat of the late Robert Kennedy, has also spoken out for draft reform. Sen. Mark O. Hatfield (R-Ore.) and eight of his colleagues propose legislation that would abolish the draft six months after enactment, creating a well-paid all-volunteer, professional army.

Sen. Goodell says he doesn't buy arguments that draft reform must be postponed until after the Vietnam war. "We must not continue to tolerate a selective service system which grows more irrational and more inequitable each year," he believes. "There is absolutely no reason whatever for delaying any longer,"

adds Kennedy. "There is, I think, a climate conducive to reform. And there should be: our draft law today is a patchwork and outdated; it provides neither flexibility, nor fairness, nor certainty. I think we have an obligation to our young people to change it."

Under the present system, 93 percent of the draftees leave after two years of service taking the skills the army taught him with him. Soldiers who sign up to longer periods, therefore could be better trained and, presumably, they would work with greater efficiency.

At another level, a voluntary army would completely free the controversial question of military service from critics who claim the present system constitutes involuntary servitude and others who say that under the present deferment set-up, the

see NEW, page 8

## General Hershey — Viewing the opposition

By TRACY ANTLEY

Saturday evening the Chief of the Selective Service, General Lewis B. Hershey comes to Stamford County to lecture Boy Scouts. In the spirit of protest, several MWC, U. Va., and other students will be on hand to present their own views on the draft system.

The scene runs well for the drama-oriented eye, youthful idealists confronting a stern-faced officer with a shoulder-full of stars. As a matter of fact, Hershey is a white-haired, bespectacled, surprisingly old man. He has been harassed more than any other military man in the history of this country, and ranks with controversial political leaders in the amount of abuse and ill will he has engendered.

Last July, Hershey delivered a speech to a group of summer students working at HEW; it was a typical Hershey-student encounter. On hand were demonstrators, among them an SDS faction which stood around the perimeter of the assembly throughout his speech. Hershey only spoke for ten minutes, on general military policy con-

cerning conscription and the reasons for sending large numbers of soldiers to Vietnam each month. In an act of real heroism, he then opened the floor for questions. From the outset his attitude was defensive, due in part undoubtedly to his hostile atmosphere he faced. His attitude toward his position was one of backpassing; the responsibility for the present draft laws was not his, but the administration's. On the draft itself, he never said present policy wasn't the best, but he did appear to one observer, willing to change if anything better came along. He registered scepticism of the lottery system and seemed to think it wouldn't work as effectively as the present one, not would, he implied, any suggestion yet made.

Many people are wondering just what he will have to say to the Boy Scouts at their banquet, but if he is engaged in debate with the college students, who promise to be present, let the student beware! This man knows his answers well, and the military mind and manner worries little over arguments of conscience.

# Scientists question ABM technicalities

By MARY ANNE BURNS

Ed. Note: anti-ABM petitions are being circulated at MWC and UVA this month. The following are technical drawbacks to the system which the opposition has proposed are significant grounds for non-deployment.

Congressional opponents of the ABM system are fighting President Nixon's decision to deploy the latest of four versions of anti-ballistic defense: SAFEGUARD, a network of 12 installations for the protection of ICBM sites. The Senate opposition is bipartisan, and includes several "hawks". This unusual political configuration is due, in part, to the technical shortcomings of the anti-ballistic defense system.

One of the main thrusts of the opponents argument is that the technical effectiveness of ABM is highly questionable. They challenge the system's reliability, vulnerability, and susceptibility to penetration aids and radar blackout.

In a pamphlet prepared by the Union of Concerned Scientists, (a group of physics and chemistry professors from Harvard, MIT, Boston U., and Cornell), the following points are presented:

- the systems has not and cannot be tested under attack conditions: with many weapons exploding, many objects to be tracked, many decoys and possible loss of communications. (In contrast, the Apollo program has had numerous tests and has a day-long countdown as well.)

- no adjustments can be made in the system if a "bug" develops
- the computers must be programmed to respond to all possible tactics of the offense. If there is an unexpected tactic, no time for adjustment.

- the MSR installation is not hardened enough to withstand a megaton explosion less than half a mile away. MSR controls the firing of Spartans and Sprints and guides them to the attacker. It is the crucial part of the system.

- incoming missiles can eject a mass of thin wires (chaff) which will confuse ABM radar.

- the offense could devise a warhead that homes on the ABM radar frequency.

- transmitters attached to missiles could jam the defensive radar.

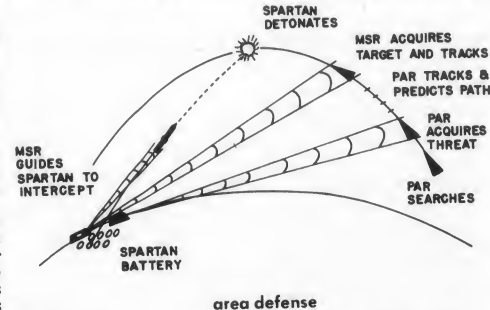
- radar blackout may be caused by a Spartan interception explosion or by an attacking missile purposely exploded high in the atmosphere. Radar blackout occurs when a large number of electrons produced by a nuclear explosion absorb radar waves to such a degree that the defensive radar cannot detect an object behind the electron cloud.

The first version of an ABM system, Nike-Zeus, was rejected

by President Eisenhower in 1959 because it had not been adequately tested. President Kennedy also rejected an ABM system in 1961 for the same reason. The Johnson administration refused to develop the second version, Nike-X, in 1966. However, the Johnson administration switched its position in 1967 when it proposed deployment of a "thin" ABM system, the technical deficiencies which has led the Johnson Administration to reject ABM were not changed. What had changed was the political situation. The Republican National Committee had begun agitating against LBJ's refusal to deploy the ABM system; the committee was accusing LBJ, still running for re-election, of a "national security gap." Up until that point in 1967, the ABM deployment question had been decided on technical-scientific basis. The conclusion of the scientific community was, and is, that it seems unlikely that the

ABM system will work. All of the former Science Advisors to Presidents Eisenhower, Kennedy and Johnson have opposed ABM deployment. It seems that political considerations have taken precedence over scientific fact.

"Priorities are reflected in the things we spend money on. Far from being a dry accounting of bookkeepers, a nation's budget is full of moral implications; it tells what a society cares about and what it does not care about; it tells what its values are."  
—Senator J. W. Fulbright  
August 8, 1967



## ROTC opposed philosophically

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the universities' role as the unquestioning servant of government and military. The abolition

of ROTC as a sanctioned course offering would be a major step in this direction."

In a speech given May 18 in Commencement Exercises at VMI, General Horne, Secretary of the Army, defended the ROTC program.

His three main reasons for keeping ROTC units on college campuses centered on personal benefit, the benefit of the Army, and the good of the country. The "whole person", he stated, needs more than an academic grounding, following the example of the Greeks, the students must be exposed to other types of education. The lack of individual freedom charge aimed at ROTC by its attackers was countered by a statement that very few students were really "free".

Pointing out a few more facts, the General said that most of the commanders in Vietnam were ROTC boys, just as the best officers were in World War II. The program keeps the quality of the Army officer corps high.

Ending on a patriotic note, benefits to the nation were discussed, especially the better security a ROTC-trained officer could afford this country.

## New Kennedy draft bill

from page 7

draft operates unfavorably toward the poor, the blacks and the dropouts.

Many of the old guard in Congress, not to mention the generals in the Defense Department, however, are not convinced. According to Pentagon estimates, the

## U.S. being forced to change by military

Robert L. Helibrone, in his Limits of American Capitalism, states: "No attempt to speak of the long-run prospects for American capitalism can overlook the central fact that it is now a militarized economy and that it will probably become even more so during the next decade." Gradually the U.S. involvement with defense industry has proceeded to the point where weapons-making begins to dominate our society. This protracted dedication of American effort to devising and manufacturing new arms has created a techno-military establishment that threatens to make greater inroads upon our economy. A central problem for democracy is the control of this military-industrial complex that has grown in influence as its political connections have ramified.

No nation can devote so much of its ingenuity, manpower, and resources to the works of war without at the same time being deeply changed in the process. Many of the changes are subtle, slow to surface, and hard to trace as to origin. There is a certain aseptic and detached quality to our techno-militarization which insulates people from its impact. The Long Island housewife who assembles tiny electronic components for a bomb mechanism does not associate herself with the weapons that may bring death to some victim. She lives in her own microcosm and, if queried about her occupation, may shrug off the questioner with the reply, "A job is a job." The scholarly professor who probes the chemical secrets of certain compounds may fail to associate his research with destructive

defoliants. The senator who champions a \$40 billion Nike-X defense will reject the charge that he is his own lobbyist, asserting that his only concern is with national security. The industrialist who mass-produces napalm may brush aside any qualms he may have with the contention that he simply fulfills orders given to him by his Government.

This is a deteriorating situation that contributes to allowing the arms

race to run out of control, for all are compliant and feel no responsibility, then our democracy is in jeopardy. A new order of discourse is called for — linking the American people to major national decisions in which their security is intimately involved. It needs to be a spirited dialogue, marked by the sharpest questioning of techno-military issues. Those who criticize or seek to examine the wisdom of national decisions need not have the answers; it is sufficient if they phrase the questions properly and publicly. Any operations analyst knows that half the problem is finding the right to ask."

## MWCers sign ABM petition

Several MWC students are circulating a petition to be sent to the Virginia senators in the U.S. Senate advocating opposition to the proposed Anti-Ballistic Missile system.

The petition states, "We the undersigned, believing that deployment of the proposed so-called 'Safeguard' Anti-Ballistic Missile system would lead not to any increase in our national security, but rather to a dangerous escalation of the nuclear arms race, urge the

Congress to oppose the system and to concentrate these efforts on negotiating arms limitation."

Pat Morris, originator of the petition says, "I began the petition because I feel that there is a chance for the ABM system to be defeated in Congress."

I am willing to try this means of influencing their votes. The ABM is a waste of money, a criminal waste, when so much remains to be done to treat problems concerning the quality of human life in the U.S.

"Any accountant going over the postwar books of the United States would find some rather discouraging facts. Over seven tenths of federal expenditures have been for national security. In the vital area of federally funded research and development, almost nine tenths of this work was directed to defense-atomic-space activities. Less than one tenth of one percent of these funds went to support research in problems of urban development."

—Ralph E. Lopp  
THE WEAPONS CULTURE



## "Envelope system" adopted to insure more privacy

By JODY REED

If you think the present system of flipping or signing-out is hectic and rather bureaucratic, wait till next year.

Coming to MWC next year is the "Envelope System", to be used when signing-out for further discretion and privacy. Briefly, it involves the present sign-out card which will be filled-out and placed in a sealed envelope. Rather reminiscent of the Academy Awards, huh? "... and the winner for the sleeziest destination on a weekend is..."

Actually it seems as if there has been enough demand for some form of improvement so that the envelope system will come as a welcomed innovation to many secrecy-seeking MWCers. It is their argument that the envelopes will hide their true destinations unless an emergency arises, upon which they will be opened.

Perhaps the question here is

one of responsibility. As the system presently exists and will next year, the responsibility lies primarily with the school and parents. It is the school's responsibility to know when and where a student is leaving campus, in case an emergency call from home requests the student's destination.

At least a partial solution to this type of "in loco parentis" could be presented in the letter to the parents of a new student from the college. Here could be stated not only the actions expected of an MWC student, but also the idea that upon arrival at the school, the student accepts responsibility for herself.

A simple "In-Out Board" with three flags (like a buddy-system at a pool) for: in, out for the night, or away for the weekend; would replace the flip-out, sign-out, flip-in, sign-in syndrome.

Another proposal, recently implemented at the University of Delaware (Newark), would satisfy the need for a new system if and when hours were abolished. Under their new policy, "junior and senior women will be permitted to come and go as they please at any hour of the evening. Admittance back into the dorm will be made possible by obtaining a key from the Security Office. After entering the dorm, the key will be deposited in a pick-up box. These boxes will be collected by Security police in the morning.

Such proposals are workable on this campus, and certainly would eliminate the increasing red-tape involved in leaving campus. But, as with any loosening of regulations and added privileges, such proposals would necessarily imply more personal responsibility.

## Students protest draft on Saturday

In opposition to the selective service program, a group of MWC students has organized a protest movement to be held this Saturday.

Interest in the rally has been sparked by the forthcoming visit of Lt. General Louis B. Hershey, Director of the Selective Services, who will speak Saturday night at 6:30 before a district Boy Scout Banquet.

The protest will begin with a rally in Ball Circle at 3:30 p.m. Saturday afternoon. Senior Ruth Woody and a student from the University of Virginia will speak at the gathering.

Following the speeches, all interested students will be invited to stay and make posters protesting the Viet Nam war and the selective service program. After dinner the protestors will meet again at 5:50 p.m. in Chandler parking lot. They plan to stage a picket at Dale Junior High School in Stafford County, the site of Hershey's appearance.

Janet Cooper, organizer of the picket, stated that plans for the protest action "had been crystallizing for a long time, but now seemed to be concrete."

## Board to review faculty resignations in June

from page 2

was a one year contract also.

The physical education department will suffer the most heavily. Anne Henderson, assistant professor, is returning to run the family farm in Lynchburg. She will be teaching at Lynchburg College. Emily Haynes, also an assistant professor, is going to do graduate work at Penn State University. She will be working at the Human Performance Laboratory to get her Ph.D. in physiology. Her main reason for leaving MWC is the abolishment of the PE major. Susan White, instructor, has three jobs in mind: an assignment from Columbia University to head a health service program in East Africa; social work in the far East; or a study-teaching program in Germany or Sweden involving research into the history of physical education in these countries. Miss White feels that no matter which she chooses, she will be

more adept at teaching once she returns to the U.S.

Linda R. Ladner, also an instructor, plans to enter VISTA, working with the hard-core poor. She feels that she will be doing more of a service helping the forgotten American than teaching college students. She added that the story circulating at present, that she plans to join the circus and be shot from a cannon then write her doctorate on Why People Do Crazy Things, is false. If she joins the circus it will be to do character impersonations.

tions.

William A. Castle, professor of biology and past chairman of the department, is retiring. He has no special plans for the future.

These resignations are not yet final. The Chancellor has accepted them, but they are subject to final approval by the Board of Visitors at their June meeting.

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I ain't gonna work on Maggie's farm no more.  
I wake up in the morning, bow my head and pray for rain;  
I've got a head full of ideas, they're driving me insane;  
It's a shame the way she makes me scrub the floor;  
I ain't gonna work on Maggie's farm no more.

...

I ain't gonna work on Maggie's farm no more;  
I ain't gonna work on Maggie's farm no more.  
I try and try to be just like I am,  
But everybody wants me to be just like them;  
They say, "Sing while you slave," but I just get bored;  
I ain't gonna work on Maggie's farm no more.

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## Students support Decency at rally

The virtues of Virginity, Motherhood and Apple Pie were extolled last week as thirty MWC students rallied for decency on the back steps of Trench Hill Dormitory.

The program was led by Miss Alexandra Tomalonis and featured a long list of honorable speakers including Dianne Taylor, Aileen Reynolds, Virginia Wheaton, Helen Caldwell, Janet Cooper, Alice Claggett, Gladys Swanson, and "mystery guest" Joanne Sinshelmer. Music

was provided by the Framar Tabernacle Choir.

Miss Wheaton elicited cheers from the audience with her comments on the great American sport of war while speaking on patriotism. More cheers were heard as Alice Claggett extolled 'the virtues of J. Edgar Hoover.'

Apple pie was served to participants at the end of the rally.

The rally was planned as MWC's response to other such rallies occurring on campuses throughout the country.

## Rightist YAF groups challenge SDS

(CPS) — Using some of the tactics of their arch enemies in the left, the campus right is trying to make a comeback.

The hope of the campus conservatives, principally the Young Americans for Freedom, is to build support for their usually small groups by taking a strong stand against disruptions led by such left-wing groups as Students for a Democratic Society and many Black Student Unions.

Like their opponents on the left, they have found that demonstrations are often a more effective way of getting their point across than just talking. Harvey Hukari, chairman of YAF at Stanford University, says when his chapter tried "rational dialogue" they got nowhere but when they threatened disruptive activity they were listened to.

Among the conservatives' most recent campus activities:

— Conservatives at Queens College in New York City held a sit-in to demand a re-examination of a policy banning military

recruiters. Later they wrecked the office of the campus newspaper, the Phoenix.

— Students at Wichita State University in Kansas held a "milk-in" two weeks after a "beer-in" by students who wanted beer sold on campus. The conservatives, members of the Society for Prevention of Asinine Student Movements (SPASM), passed out small cartons of milk in what they described as a protest against protests.

The greatest amount of right-wing activity may be on California campuses, where there is also more left-wing activity than in most other states. Stanford University conservatives recently heckled an SDS demonstration, yelling "Pigs off campus" at the leftists. Later they presented their demands (negotiable) to the administration, calling for recruitment of more conservative professors, keeping academic credit for ROTC, and suspension of any students who disrupt campus judicial proceedings.

California YAF recently held a meeting in Berkeley to launch a statewide campaign against dis-

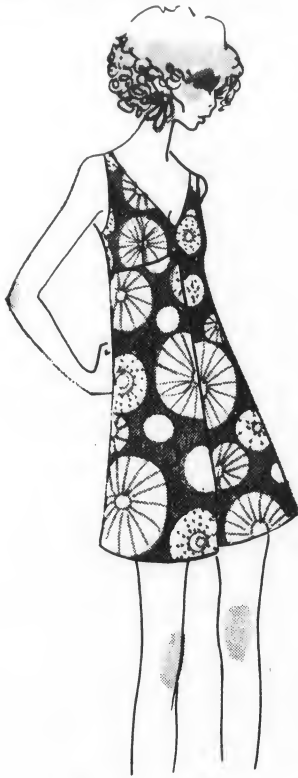
ruption. After the meeting they held a march down Telegraph Avenue, a center of the Berkeley radical community, where they were greeted with shocked surprise and some heckling.

They said they would hand out 100,000 plain blue buttons — originally a symbol of support for San Francisco State College Acting President S. I. Hayakawa — to persons who oppose violence. Two early wearers: Gov. Ronald Reagan and a black pickup line monitor in the Berkeley student strike, who deadpanned, "I'm for freedom and against violence, too."

For all their sudden activity, the conservatives haven't had much impact on activist campuses so far. For example, the Committee for an Academic Environment, a much-ballyhooed group claiming to represent the silent majority of San Francisco State College students, has been able to draw only a handful of active members.

This majority — if it is a majority — which YAF believes in its heart knows it's right, appears to plan on staying silent.

# Personal



## Shifting Great!

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### Prof talks on Russian writers

"Soviet Writers, Past and Present" was the lecture given by guest-speaker Professor Lauren Leighton of the Slavic Department of UVA on May 15 in Monroe. The lecture was partly based on his own experiences while in Russia.

Pointing out trends of Soviet literature, he stated that the '20's was a time of testing Marxism. In 1934 with the Congress of the Union of Soviet Writers came the development of Soviet realism. Basic premises for this type of writing called for the work to be optimistic, real, political, and for the heroes to be workers. The plot was required to depict the struggle between the old (bourgeois) and the new (Soviets), in which the new must always conquer the old.

With an ever-changing party line, it was necessary for authors to be ambiguous in their writings in order to survive. Those who were not ambiguous were often caught up going against the party and they did not survive.

From 1935-41, a trend of Soviet patriotism took over, with a national glorification of the past. Many writers became war correspondents.

The Post-War period signified the "Hate America" period of literature, in which all things Western were considered corruptive and shameful. Writers wrote only on Soviet excellence and exclusiveness.

The modern trend has been one of critical realism in which the proper role of literature is to be critical.



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## An opinion

# Publications differ in scope, excellence

By JANE TOUZALIN

Two student publications made their annual campus appearances last week; and while Yet is a relative newcomer to the College, it appears to have picked up much of the momentum which the Battlefield has evidently lost.

The 1968-69 yearbook, while offering a few worthwhile innovations such as individual faculty pictures, is chiefly notable for its mediocrity. The layout in many cases is poor, and the opening section contains that banal style of prose which can only be found in yearbooks ("welcomed understanding of the once obscure, thanks to diligent professor and patient parent.") This year it was OUT to have your class picture in the yearbook; unless, of course, you were a senior, when it was IN to have your informal taken near ivy, trees, bushes, or any type of foliage. The result was an almost unbroken monotony. True, some of the photography, especially that in the opening section, was interesting and imaginative; but where are the color pictures of yesterday?

As the size of the Yet staff has increased, so has its pro-

fessionalism. This second edition is more visually attractive and easily read, and Carol Hewitt's caricatures of professors make it graphically complete.

Editor Alex Tomalonis has stated in the beginning that "Yet does not claim to be statistically valid. It is rather a collection of opinions..." However, it is probable that at least 90 per cent of the material is a true representation of the majority opinion of the merits (or lack thereof) of the particular courses and professors. In addition to the regular course evaluation write-ups, Yet has pulled a switch on the professors by giving them a grade, which was determined by the students in each class.

"Finally," the epilogue, is a section of editorial opinion which covers just about every aspect of the academic community from salaries to stagnation and is a thought-provoking commentary on the ills of the MWC "system."

On the whole, Yet is a good investment; and while it is by no means to be taken as a final authority, it can be valuable both for the student who is planning her courses and for the professors who are seeking to improve theirs.

## Spring Queen is a real dog

WASHINGTON (CPS) — Lucy S. Diamonds, a 15-month old Samoyed husky, was elected Spring Queen at American University last week. Entered by the campus Students for a Democratic Society, Lucy polled nearly half the votes in the five-woman contest.

Lucy had been disqualified by the Spring Weekend committee, but SDS, in an uncharacteristic move, went through the channels of the student judiciary to get her name placed on the ballot. Citing blatant discrimination against Lucy because she is a dog, they said since she is a member of the university community and is on campus almost every day, she should be allowed to run. They also cited a fraternity dog entry two years ago as precedent.

The student court ordered Lucy's name placed on the ballot. At the semi-formal Spring dance that weekend, some SDSers attended in body paint, AU President George Williams—whose office was taken over for one day last month by SDS—failed to appear to fill the customary role of crowning and kissing the winner.

Three of the runners-up were fraternity entries. The other was elected by the swimming team.

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● Movie: Our Daily Bread, G. W. Aud., 8 p.m.

SUNDAY, MAY 25  
● Voice and piano recital by Sylvia Martin and Nancy Brouse—duPont Theater, 4 p.m.

MONDAY, MAY 26  
● Reading Day

TUESDAY, MAY 27  
● Morning—reading period

● Exam—Track F, 2-5 p.m.

WEDNESDAY, MAY 28

● Exam—Track G, 2-5 p.m.

THURSDAY, MAY 29

● Exam—Track E, 9-12 a.m.

● Exam—Track A, 2-5 p.m.

FRIDAY, MAY 30

● Exam—Track 4, 2-5 p.m.

SATURDAY, MAY 31

● Exam—Track B, 9-12 a.m.

● Exam—Track 7, 2-5 p.m.

MONDAY, JUNE 2

● Exam—Track D, 9-12 a.m.

● Exam—Track C, 2-5 p.m.

TUESDAY, JUNE 3

● Exam—Track 5, 9-12 a.m.

WEDNESDAY, JUNE 4

● Exam—Track 3, 9-12 a.m.

● Exam—Track 1, 2-5 p.m.

THURSDAY, JUNE 5

● Exam—Track 2, 9-12 a.m.

SUNDAY, JUNE 6

● Baccalaureate Sermon, 10:30

● Graduation exercises, 3 p.m.

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## Letter to the editor

Listen my freshman and you will hear  
Much more about a tradition so dear.  
On the sixteenth of May in sixty-nine,  
DEVILS met goats to recover their sign.  
The night was clear, the goats were cheery,  
But the MIGHTY DEVILS were not leery.

In the past these meetings were tug-of-wars,  
They all turned out to be great big bores.  
Organized contests should make way  
And impromptu encounters be here to stay.  
Beanie yells are fun but over too soon  
When that's all that happens from September to June

And so they met on that fateful night

To re-establish the DEVIL'S right  
The buckets were full, and their flags were flying,  
And underneath, DEVILS and goats were vying.  
The goats were nearly flops, but along came the goats.  
The DEVILS were not beat (en), but were forced to retreat. . .

We're having fun, it's getting done,  
We just hope next time there'll be some sun!  
Sooner or later the DEVILS will win, the red and the white will be ours again.

The green one too, we may take it by storm  
And not One, but Two flags will fly from Marshall Dorm.

Jan Reynolds  
Diane Mowrey

P.S. Getting wet is not our bag,  
Won't you please give us back our Flag?!

## Students find communication through music and song

By LIZ VANTREASE

"People who make music together cannot be enemies, at least not while the music lasts." (Hindemith)

And neither can people from different majors, classes, and dorms remain strangers, at least not while they are performing together.

The MWC band and chorus contain many music majors, but also have an equal representation from the departments of art history, math, american studies, and many others. They include performers of varying degrees of ability, people schooled in classical traditions and others who favor pop music, students who take the courses just as a pleasant diversion from other academics, and performers

who are more seriously concerned with their own personal virtuosity.

Some members of the band have been taught to play their instruments since they have been at MWC. The music department owns a large number of instruments, and band director James Baker is willing to teach students a functional proficiency on any instrument. Cheryl Walker is one of these students. She chose to learn the string bass and now is performing well enough to participate in all band activities.

This year the choral performance represented a joint effort of the MWC group and the University of Virginia Glee Club. On May 15, both groups presented a short, separate program, and then combined to sing Schubert's Mass in G. The performance was conducted by Donald Coach from the University.

Both the band and chorus meet each week to practice, rehearse,

and refine music for concerts at the end of each semester.

The MWC band combined with the string ensemble for its Spring concert on May 20, creating a full orchestral effect. They performed two Mozart overtures - The Marriage of Figaro and The Magic Flute - in addition to other works by Beethoven, Handel, Hayden and Piere.

Though the members of the performing groups are diversified in personality, interests, and ability, they say this is not a hindrance in any way. As one member said, "The thing I like best about group participation is the communication, through music, between the individual and the piece of music, and between the individual and other performers. And the neat part is that, through communication among ourselves, we can create a harmonious communication with the rest of the world."

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